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ABSTRACT

Summarized in the 13-page report are the goals, objectives, procedures, accomplishments, and problems in implementing the Montgomery County (Alabama) three-year career education pilot project. Emphasis has been on integration of career education in the regular classroom as the most effective means of teacher and student involvement. Of career education activities, 90% were subject-related and relevant to the course content. These included hands-on activities, simulation games and skits, use of resource people, audiovisuals, written exercises, and onsite observations. The largest problem encountered was acceptance and commitment of teachers to career education. Inclusion of new pilot schools required orientation of most of the teaching staff in the project. This was accomplished by an initial workshop followed by monthly inservice, distribution of a career education newsletter, and use of a monthly report to determine teacher involvement and assess progress in career education activities. Appendixes (21 pages) include inservice materials, sample lesson plans for career education activities, copies of the newsletter and monthly teacher report, and results of a pretest and post-test teacher opinion survey on career education. (Author/RG)

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FINAL REPORT

Project Number RCU-D-75-S001b

Montgomery County Alabama's Approach to Career Education - Grades One Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Montgomery County Board of Education
P. O. Box 1991
Montgomery, Alabama 36103

July 1975

The project reported herein was conducted pursuant to a grant with the Alabama State Department of Education, Division of Vocational Education and Community Colleges. Contractors undertaking such projects under State Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

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PREFACE

Career Education is considered as a new concept in education. It is not new. The concepts of this program go back to the primary purpose of our public schools---educating our youth to be literate and functional citizens. A fundamental purpose of education is to prepare our youth to live a productive and rewarding life. Career Education concepts provide these educational purposes.

Career Education unties both academic and vocational aspects of education. Students are prepared from their beginning years with realistic activities and knowledge. This makes the entire school curriculum more relevant and meaningful to students. It relates school to the outside or real world rather than rote, inapplicable, and abstract learning. It prepares them for life.

The Montgomery Public School System has endeavored to implement the concepts of Career Education on a pilot basis. To date, Career Education concepts have been integrated in the regular classroom from grades one through nine. Provisions for career preparation have increased in senior high schools. Results have been rewarding to both students and teachers. Hopefully, it will continue to expand in all schools and become a permanent part of the educational program throughout the nation.

ABSTRACT

Montgomery County's Career Education Project has endeavored to establish an integrated program of occupational information, guidance, and training on a pilot basis from the first through the twelfth grades. Integration of career education concepts in the classroom was emphasized. This developed sequentially beginning with high school the first year, intermediate grades the second year, and primary grades the third year.

Implementation in seven through nine included all subject areas. In the elementary grades the social studies curriculum is the primary focus for integration of career education concepts. At the senior high school level, students are progressively moved from broadly-based exploratory and guidance oriented activities to development of salable employment skills and immediate goal-orientation for post-high school choices.

Integration of career education in the regular classroom has proven to be the most effective means for teacher and student involvement. Monthly individualized in-service planning sessions were used to analyze subject content and integrate activities, teaching methods, and media suitable for integrating career education. Results have been evidenced by teacher and student involvement in the project.

Ninety percent of the career education activities were subject-related and relevant to the course content. These activities included hands-on activities, simulation games and skits, resource people, audio-visuals, written exercises, and on-site observations. The elementary teachers were more adept at utilizing role playing than high school teachers. On the higher grade levels, students responded better to debates, panels, or organized gaming techniques which affected decision making.

The implications and findings of this year's efforts are similar to prior years. The largest problem encountered is acceptance and commitment of teachers to career education. This necessitates reinforcements of information concerning the program and how it can be an asset to their teaching-learning situation. Continuous reinforcement through suggested methods and provision of materials helps to stimulate their commitment.

Students evidence high interest in career-related activities. They relate to efforts made by teachers integrating the concepts of the program and ask for more. In many cases, student reactions to integration of career education activities have been the most powerful influence for continued implementation and progress in the program.

Career Education has proven to be an asset to any learning situation. Administrative support is imperative to encourage teacher involvement and

cooperation. The endorsement and support of each principal is most important. All administrative and supervisory personnel should be knowledgeable and supportive of the program.

The pilot programs have functioned effectively. However, the key to permanent inclusion of the concepts accented by Career Education would be endorsement and funding for all school systems by the State Department of Education on a permanent basis and its inclusion in undergraduate education curriculum and in-service workshops.

The need for Career Education is without substantial challenge or refutation. Our schools have evidenced a need to motivate and prepare students for life. The stress in recent years on academics has not proven to be effective. Career Education provides flexibility in teaching and guidance which can motivate students to gain self-perspectives of life and prepare for future adult roles. The realistic approach to teaching by integrating career education concepts is a definite asset for motivation and increased acquisition of knowledge and skills.

I. INTRODUCTION

Montgomery County's Career Education Project has been implemented on a pilot basis. This included grades one through twelve. Primary emphasis for integration of career education concepts in the regular classroom was in grades one through nine. This involved five schools, one junior high and four elementary, and thirty-eight teachers.

On the junior high school level, the pilot program included teachers that represented all grade and subject areas with the exception of physical education. Through utilization of all aspects of subject content, students were exposed to a variety of careers that included the fifteen clusters.

Elementary teachers in Montgomery Public Schools are departmentalized. Those teaching social studies were the primary focus for implementation of Career Education. Their assignments usually involved teaching social studies, math, science, and an art. Through their efforts, expansion to other subjects was made possible.

Senior high schools are involved in concepts of career preparation offered on the tenth grade level as an elective. Students have the option of taking cooperative courses or attending one of two area vocational centers offering thirty-six skill training courses.

Limitations of the project would be the personnel and funding. Both were inadequate for a system this size. However, satisfactory growth over a three year period has been evidenced and the project has succeeded in successful integration of Career Education in pilot schools.

Pertinent data relative to Montgomery County's Public Schools is as follows:

Number of teachers - approximately	- 1734
Number of students - approximately	- 36,000
Number of Senior High Schools	- 5
Number of Junior High Schools	- 11
Number of Elementary Schools	- 34
Racial composition of student body and staff	- 60% white, 40% black

This school system does not serve any nearby cities or county towns. It does cover the entire area within the boundary of Montgomery County. This includes the one major city or heavily populated area, Montgomery, and several towns; namely, Ramer, Mt. Meigs, Pine Level, Snowden, and Hope Hull.

The Career Education project is designed for all students enrolled in regular classes. A basic vocational education program conveys the same concepts as career education for students enrolled in the special education program on the junior high level. The vocational department provides career preparation through two vocational centers and cooperative programs available to all senior high school students.

Funding for the project was as follows:

	State Funds	Local Funds
1974-75	$17,500	$3,762 (+ $882 for substitute teachers)
1973-74	$17,500	$3,762 (+ $882 for substitute teachers) (+ $1100 for audio-visual materials - films)
1972-73	$15,000	$1,615 (+ $468 for substitute teachers)

II. OBJECTIVES OF PROJECT

Broad Objectives

The central purpose of this program will be to demonstrate functional principles and practices found effective in other programs related to the use of integrated and interdisciplinary approaches to career education by local educators in pilot schools. More specifically the goals are:

1. To provide an occupational orientation program at the elementary and secondary level to broaden the occupationally-related experiences of students through an interdisciplinary and an integrated approach.

2. To provide guidance and counseling services at the junior high school level necessary to assist students in appraising their current interest, aptitudes, skills, and personalities in relation to school curriculum choices and occupational preferences.

3. To integrate the educational efforts of teachers in the feeder system toward a common goal--Career Education.

4. To increase student awareness of self and occupational options.

5. To develop positive attitudes toward: (1) work, (2) preparations for work, (3) school, and (4) self.

6. To disseminate occupational information through appropriate instructional and guidance and counseling activities for senior high school students relative to job outlooks and career training.

Specific Objectives

Educator:

1. Selected teachers and/or administrators involved will develop and utilize unit plans for implementation of career education in their subject area and grade level as evidenced during in-service activities where completed units will include career-related activities, skills, attitudinal development, and resources.

2. As a result of implementation of career concepts in the classroom, the participating teachers will be administered pre-post questionnaires to show positive attitudinal changes resulting from introduction of the world of work to their students.

3. As career education activities are implemented, participating teachers will keep records of all community resources utilized with explanations of the method and/or person(s) involved and source.

4. After each career related unit is completed, teachers will evaluate and make necessary revisions and additions so that when finalized and submitted to the coordinator, duplication and dissemination to other teachers in the system can be made.

Elementary:

1. For first grade students to identify functions and responsibilities of each member of a family as evidenced by completing a picture puzzle connecting each member with diagramatic examples of their functions and responsibilities.

2. At the end of first grade, each child will have completed a book of pictures and written information compiled of different occupations the class has explored throughout the year.

3. By the end of the second grade all students will compare a self-portrait made at the beginning of the year and at the end, and share any changes they may see.

4. By the end of the second grade all students will demonstrate awareness of their career opportunities by completing this chalkboard story: "When I grow up I want to be a _____. I think being a _____ would be good because_____."

5. By the end of the third grade each child will have identified or shown three ways in which career choice contributes to the welfare of the family, community, and nation.

6. For third grade students to perform in at least one activity in their study of various career choices.

7. Each student will read a specified number of books for each grade level related to different career clusters. Success in attaining this objective will be evidenced by students writing summaries and teachers keeping a student card on each book read for future reference to avoid repetition.

8. For fourth grade students to be able to list the tools of ten occupations as evidenced by a written exercise (with pictures of tools) and be able to use two tools in a role playing or simulated class activity.

9. For fifth grade students to understand the extent and uniqueness of occupations with the local area as they relate to geographic location, climate, cultural patterns, etc., so that when given descriptions of comparable associations made with maps they will write or simulate hypothetical descriptions of community workers.

10. For fifth grade students to learn how continuing education enhances work advancement so that when assigned a chart of two career occupations they will construct a simple career ladder to show how continuing education makes for work advancement.

11. For sixth grade students to distinguish between three job classifications as evidenced by a written list classifying workers as people who work with people (service), with things (products), and with ideas (identifications will be made by simulation activities and self-directed projects supervised by the teachers).

12. For sixth grade students to identify one potential career and life-change choice as evidenced by their writing one career they feel they can succeed in explaining the reason(s) and a list of changes he or she will confront as a sixth grade student preparing for junior high school.

Junior High School:

1. For seventh grade students to explore a career cluster of their choice as evidenced by a written report of a personal interview with an individual in their career choice or inviting a guest speaker to their school.

2. For seventh grade students to recognize the advantage of certain personality traits as evidenced in oral discussion of qualities needed for harmonious working conditions in school or work such as safety consciousness, self-reliance, cooperation, initiative, punctuality, self-discipline, and good health habits.

3. For eighth grade students to recognize and appreciate the value of each curriculum unit as evidenced by a written list of at least three careers which require skills or knowledge for entry-level employment taught in each of their courses.

4. For eighth grade students to recognize the effect of changes in the community as evidenced in oral discussion of five producing industries and five service industries that are affected by the opening of one junior high school.

5. For ninth grade students to assess their personal vocational interest as evidenced by a vocational development folder containing their interest test results, two career interest research papers or briefs, self-appraisal data, employment procedures, and future employment outlook.

6. For ninth grade students to make realistic senior high school curriculum choices so that when pre-registration forms for high school course choice are sent they will select courses based on future career choices and individual needs.

Senior High School:

1. For vocational students to acquire a salable skill so that when exiting from high school each can be placed in either a job, a post-secondary occupational program, or a baccalaureate program.

2. For information related to students career interest be made available as evidenced by counselors and school libraries providing Occupational Outlook Handbooks and bibliographies of additional career books and brochures to interested students.

III. PROJECT PERSONNEL

Project Director:

Name:	J. E. Wyrosdick
Present Position:	Director of Vocational Education Montgomery Public Schools
Degrees:	B. S., M. A., and Ed. S.

Duties:	Percent of Time
Continuing Administrative	90%
Time to be committed to this project	10%
TOTAL	100%

Experience:

12 years - Industry
5 years - Vocational teacher-coordinator
6½ years - Director of Vocational Education at local level

Project Coordinator:

Name:	Lettie M. Ross
Degrees:	B. S., M. A., and AA
Duties:	Full-time to be committed to this project
Experience:	Has a reasonable amount of experience at the elementary, junior high, and senior high levels.

The Project Coordinator will be responsible for the operation of the project in cooperation with all principals and the Project Director. She will assist the Director in the selection and orientation of all personnel involved. She will direct the assimilation of information and the lists of materials, supplies, and equipment needed to carry on the program. She will generally supervise all activities and be directly responsible to the Project Director for all necessary reports and any accounting procedures which may be required. This person will be responsible for developing presentations and keeping the local board and other groups informed about the project. Material development will be one of the major responsibilities.

Other participants in project activities include:

Schools	Grades Involved	Teachers Participating	Students Participating
Carver Elementary	1 - 6	6	430
Catoma Elementary	1 - 6	4	200
Peterson Elementary	1 - 6	6	310
Southlawn Elem.	1 - 6	6	500
Carver Jr. High	7 - 9	17	850
		39	2,290

IV. PROCEDURES

Montgomery County's Career Education Project has utilized the integrated approach. This technique has proven to be more adaptable and feasible for eventual expansion to other schools. Relating regular classroom subject content and activities to career education concepts has been our primary objective throughout the past two years. Teachers have responded positively to relating their basic subject content to the world of work rather than isolated study at a given time.

Our procedure has definitely corresponded with previously stated specific objectives. Each step is briefly described below:

1. All personnel with the exception of seven teachers and staff members were new to the program this year. A new pilot junior high school was selected due to a 70% reduction of the previous pilot school's enrollment. Administrative approval and endorsement of the program was extended through provision of substitute teachers and purchase of audio-visuals by the media center.

2. Four feeder schools for Carver Junior High School were selected with the approval and endorsement of the principals. Teachers were selected by the principal of each school involved and informed by the project staff in a letter welcoming them to the program, and an in-service meeting.

3. In-service activities to orient the junior high and elementary teachers were conducted separately. The career education concepts vary for these two levels of education. Specific literature and materials were supplied each teacher during the workshop regarding the project. File boxes were given each teacher for storing materials related to the program, one letter size and one 3 x 5. Primary emphasis during in-service was placed on informing them about broad aspects of career education and later emphasis was placed on their specific level. Special attention and time were placed on writing specific behavioral objectives and lesson plans or units integrating career education concepts.

4. The county system provided a substitute teacher for in-service purposes for eight months, September through April. These monthly individual sessions were invaluable in establishing rapport with the teachers and assisting in motivating their involvement with the project. Specific plans were developed in each meeting for implementation and evaluation for the balance of the year. Emphasis was placed when possible on hands-on activities, resource people, and/or field trips. The monthly meetings were held in special areas provided by the principal of each school. Time was divided equally with each teacher in the school with the substitute teacher rotating from one classroom to another. (Appendix A: Schedule of Planning Sessions). A final in-service was held in May to conclude and evaluate this year's work.

5. Each student objective for specific grade levels was emphasized throughout the year. In several cases, results were above expectations (see accomplishments). Each teacher was informed and reminded throughout the year of the specific objectives expected for their

particular grade level. The objectives blended in very easily with each grade level and gave the teachers specific but broad goals to follow or attain during the year.

6. The project coordinator visited several school systems involved in Career Education programs and career education workshops.

7. Materials purchased or available for use in the program were kept in a central place and distributed upon request as done by the media center of our system.

8. Use of community resources in the classroom was expanded. This is basically done as a Coordinator function. Several teachers arranged visits of resource people and field trips for their classes independently. Free materials were utilized from local resources whenever possible. A specific form was used by teachers to request needs for resources and/or materials.

V. ACCOMPLISHMENTS

Accomplishments of the project will be listed first according to specific behavioral objectives and secondly, those incidental to the objectives. All efforts to implement career education in the classroom directly or indirectly fulfilled the broad objectives of the program.

According to specific objectives, our accomplishments are as follows:

Educator:

1. In-service activities resulted in development of basic lesson plans implementing concepts of career education in every grade and subject area involved. (Appendix B: Copy of In-service Program)

2. The pre-post questionnaires for teachers were administered and positive attitudinal changes were shown as the result of working in the career education program. Among the changes, the most evident were those involving attitudes toward early involvement of children in career education and need for the program. (Appendix I: Results of the Pre-Post Questionnaire)

3. Participating teachers kept records of all community resources utilized with explanations of the method and/or person(s) involved and source on three by five cards in a card file provided by the project.

4. Every lesson plan or unit of career related activities has been performed and evaluated. Necessary deletions, revisions, and additions have been made by the teachers. A total of 289 career related plans or units were completed. In some cases, a single plan or procedure was used several times to incorporate related careers in the study of history and in primary grades.

   The following procedure was used in individual planning sessions: (1) Outline chapter prior to meeting; (2) Discuss career implications; (3) Determine career related activities that could be used; (4) Develop chapter in writing according to format. (Appendix C: Sample of Lesson Plans)

Elementary: (Appendix D: Elementary Evaluation Worksheets)

1. First graders identified their roles of family members. A yes-no picture sheet was used instead of a puzzle. Students on the first grade level, according to teachers, were not capable of performing complex diagramatic connections. All students evidenced expected responses. They identified their family member with the varied roles pictured. An interesting response was the predominant no response to the boy opening the door for a woman and a girl playing with a train

2. Every first grader completed a scrapbook entitled "World of Workers" with a picture and description of each. The four schools averaged approximately 15 different careers.

3. Second graders compared the pre-post self-portrait. The teachers gave each one an opportunity to reflect upon changes that had occurred in their school year during class through socialized recitation. This concluded a years work on a booklet "The Special Me."

4. Students in the second grade completed the statement, "When I grow up I want to be a _____," with typical interest in people related careers.

5. Third graders in analysis of their activities were cognizant of contributions to all three facets of life benefits resulting from work. Awareness of family welfare as a result of work was outstanding in comparison to the community and nation.

6. All students performed at least one activity in their exposure to adult working roles. This was primarily through role playing. Their comprehension of this aspect of the questionnaire as stated was not satisfactory.

7. Each student read the specified number of books related to a career cluster for his grade level. A written exercise summarizing his completion of the book was administered. Each teacher kept records of their reading and the written exercise in the file boxes provided for that purpose. Results were above expected outcomes. The Popeye comic series on the fifteen clusters were used. They were practical in cost and proved informative and enjoyable to students.

8. Fourth grade students were given a questionnaire requiring their listing two tools of at least 15 occupations. Their response was satisfactory. Over 70% answered twelve or more.

9. Fifth grade students performed satisfactorily in completing their worksheet identifying occupations unique to the basic regions of the United States and constructing one career ladder. One explained the concept quite adequately when asked by the teacher to define it by saying, "That's where you start off poor and end up rich." Their evaluation was approximately 80% of the state objective.

10. Class discussions and bulletin boards were used to help sixth graders to recognize and appreciate the concepts of people working with people or ideas or things as well as future plans for their grade levels. The

results of the written exercise showed evidence of their interest and abilities as well as the world of work. The expected changes in moving to junior high school were listed by each, and over 90% were sound, valid expectations. The film purchased by the Media Center, "Getting Ready for Junior High School," was used by all sixth grade teachers.

Junior High School Accomplishments:

1. Seventh grade students have written reports on file as evidence of their investigating a career cluster through an interview with one person currently employed in a career of interest to them. A few invited resource people to their classes. The teacher provided the students with an opportunity to share their findings with their class. Upon reading each, the variation was astounding. Interviews varied from a maintenance man to a U. S. Intelligence Division employee. (Appendix E: Interview form)

2. Through implementations of career related activities, the advantages of certain personality traits in school as well as work were discussed. Comments by resource people, according to teachers involved, were most effective.

3. Written evidence of both objectives stated for the eighth grade were satisfactory. The first objective, identifying careers related to specific subject areas, was completed at an expected level, approximately 75%. The second objective was adequately completed. (Appendix F: Eighth Grade Questionnaire)

4. Every ninth grade student has completed a personal vocational development folder. It contains their results of the California Occupational Preference Survey in a personal profile booklet, two career research papers, self-appraisal data, completed job application forms, and future employment data.

5. Ninth graders were able to make realistic senior high school curriculum choices due to previous class discussions and a slide/tape presentation on our local academic and vocational high school programs. All comments from teachers were relative to the increased interest of students during coverage of both objectives.

Senior High School Accomplishments:

1. Vocational teachers and coordinators have exhibited satisfactory evidence of follow-up on all vocational students exiting from high school. Accountability of this objective will be determined in state reports. To date, approximately 70 to 75% are placed.

2. Copies of the Occupational Outlook Handbook were delivered personally to every high school counselor or librarian that did not have copies or requested an additional one. Bibliographies of career related books and brochures were completed by three of the five high schools for use by vocational students and teachers, all homerooms, and students requesting this type of information.

Additional Accomplishments:

1. A Career Club was established at a junior high school that is not directly associated with the pilot program.

2. Five career development counselors were hired and assigned to the ten junior high schools. They provided career information and activities for potential drop-outs and the total student body.

3. The Industrial Arts Supervisor initiated a corporate business project in all schools. Students were exposed to all aspects of organizing and operating a corporate business. Profits on the product chosen and $.50 stock certificates varied from $.15 to $1.50.

4. A Career Education Newsletter was published to keep teachers informed about all aspects of the local program. (Appendix G: Copy of Newsletter)

5. A monthly report was utilized to determine teacher involvement in the program and to provide them with a means of assessing their progress. (Appendix H: Monthly Report Form)

6. Establishment of a DECA program, Project 70,001, provided continuous career preparation for high school drop-outs between the ages of 16 and 21.

7. Utilization of community resources was increased through use of resource people and field trips.

8. Senior high school students were utilized as resource people and teaching assistants in a pilot elementary school.

9. Continued efforts of teachers that were involved in prior years but were transferred to new schools.

VI. PROBLEMS ENCOUNTERED

1. The county does not provide transportation for field trips. This obstacle was counteracted by the Coordinator taking students from each class taught by the teacher involved. They reported to their classes their experience with supporting materials provided during the trip. This worked exceptionally well on the high school level to prevent disruption of the normal school schedule. Elementary teachers were more flexible. They secured parental assistance for transporting all students on field trips.

2. One coordinator working with three new pilot schools and thirty new teachers in grades one through nine and all subject areas with the exception of physical education.

3. The project coordinator recognized a need for more contact with teachers involved. The solution to this problem was the use of the monthly report and newsletter. This proved quite effective in enabling teachers to share and become informed on accomplishments of other teachers in the program, as well as their own performance through self-evaluation.

4. Purchase of materials involved highly selective procedures. Availability of materials for use in the classrooms is still limited and must be evaluated according to specific local needs and funds. Provisions were made for purchase of more hands-on materials than during the previous years. Emphasis was placed on utilization of free or inexpensive brochures and materials.

5. Commitment of teachers to stress academic subject content was a problem. Changing the teachers attitudes by encouraging them to see the necessity of a relevant relationship of their subject content to events and careers in every-day life in planning sessions proved valuable. This had to be done on a continuous basis until appreciation for career education concepts and values were established.

VII. THE FUTURE

After three years of implementing the Career Education Project in the Montgomery Public Schools, the necessary grounds for implementation in grades one through twleve have been accomplished. Each level needs more detailed review and expansion of career education concepts and involvement.

Having to change the majority of the pilot schools and teachers involved this final year has not been an asset. However, perspective on the most feasible approach was reinforced. The primary means for implementing career education is most effective through an initial workshop followed by monthly inservice and provision of ways and means of implementation as well as suitable materials.

Logical steps recommended for continuation of this project include the following:

1. Informing and incorporating more involvement of the community and schools throughout the system.

2. Administrative endorsement and involvement of all supervisory and instructional personnel in the implementation of career education.

3. Distribution of career related units to all interested teachers. Endorsement and cooperation of interested principals would provide more effective results in total school involvement. Teachers need encouragement, reinforcement, and recognition. Principals can best provide this.

4. State legislation would be the most powerful factor or means for supporting a permanent inclusion of career education in our public schools. Inservice for teachers and specific funding for purchase of materials would facilitate total staff involvement.

APPENDIX A

SCHEDULE OF IN-SERVICE PLANNING SESSIONS

Initial In-Service Meetings:

Elementary Teachers - August 28, 1975
(8:30 - 12:00 a.m.)

Junior High Teachers - August 29, 1975
(1:00 - 2:30 p.m.)

Monthly In-Service Planning Schedule:

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April
Elementary -	Southlawn	9	7	4	2	13	10	3	7
	Peterson	10	8	5	3	14	11	4	8
	Catoma	11	9	6	4	15	12	5	9
	Carver	12	10	7	5	16	13	6	10
Junior High -									
	Social Studies/Science	17	22	19	10	21	25	18	22
	English/Math	18	23	20	11	22	26	19	23
	Fine Arts/Home Ec./S.S.	19	24	21	12	23	27	20	24

Final In-Service:

May 20, 1975 (3:30 - 5:00 p.m.)

APPENDIX B

IN-SERVICE PROGRAM AND INITIAL MATERIALS GIVEN TO TEACHERS

Career Education Workshop

August 28, 1974

Elementary Schools:

Carver	Peterson
Catoma	Southlawn

PLACE: MONTGOMERY AREA VOCATIONAL CENTER

8:30 - 8:45: Registration
Coffee
Pre-Teacher Questionnaire

8:45 - 11:30: Greetings - Col. Thompson, Principal of Montgomery Area Vocational Center
Introduction to Career Education - Mr. J. E. Wyrosdick, Project Director & Vocational Director
Planning & Implementing Career Education - Miss Lettie M. Ross, Project Coordinator
Slide Presentation
Group Activities
Unit Plans
Question & Answer Session

11:30 - 12:00: Tour of Montgomery Area Vocational Center

TEACHER FOLDER CONTENT:

Montgomery County's Career Education Project
Career Education Requisition Form
Resource People or Slide/Tapes Form
The Career Development Unit Forms
Teacher, School, Subject, Students & Class Time List
Fifteen Clusters of Occupations Listed by the U. S. Office of Education
Pre-Post Opinionnaire
General Ideas for Implementation
Monthly Reports (9)
Career Education Visual Resource Materials
Media Center Visual Resources
Career Education Project (letter to parents)

APPENDIX C

SAMPLES OF LESSON PLANS

Career Education Activities

Social Studies--(1st) School

Broad Objective: To familiarize the children with teaching and non-teaching people in the school.

Specific Behavioral Objective(s): Students will know the necessity and appreciate the dignity of each school worker as evidenced by their role playing, describing, and discussing each job.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. School Workers A. Titles B. Duties C. Work as a Team D. Examples: Principal Secretary Teacher Aide Custodian Coordinators Lunch Room Personnel Librarian Counselor Bus Driver	Teacher: Discuss the necessity of all school personnel working for the benefit of the child. In career awareness, emphasis can be placed on the "why" the person performs the job and the "hows" of performing the daily tasks. Discuss the necessity of each worker. Suggested questions are: 1. Why do we need a secretary in our school? (principal, cook, etc.) 2. What types of job do they perform that are different than the classroom teachers job? 3. What do you think would happen if these people stopped doing their job? Draw & color each worker as discussed and place on bulletin board. Role play: Students may be given tags or puppets cards of different school workers and asked to describe or demonstrate the work of each one. Resource People: Have each worker talk to the class about their job or visit each worker and report to the class.	Bulletin Board or Display "School Workers" Book: I Want To Be A Teacher F/S Set: True Blue Community Helpers: Schools Film: 1063 Helpers At Our School Around The School - Instructor Publication Name Tags or Puppet Cards on School Workers

Career Education Activities

Grade--(5th) Chapter 9 The South Grows and Changes

Broad Objective: To learn the history and development of the South.

Specific Behavioral Objective(s): Students will be able to name 3 basic industries that influenced the development of the South in early days.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. History A. Southern States formation B. Men who explored & developed the S.E. 1. George Washington Carver 2. Daniel Boone 3. Andrew Jackson	Student Activity: 1. Look up the life of famous men in the South. 2. Construct a career ladder explaining the progress of each. Class Play: "Daniel Boone" Game: What's My Line Materials: Paper slip of occupations of old South. Played like charades--one student pantomines activity of his occupation and students guess the answer. Divide class into 2 groups for scoring--largest number of points wins.	Bulletin Board: "Products of the South" Film: 689 Colonial Life in the South 1323 North American Regions Atlantic F/S Life on a Southern Plantation
II. Agriculture A. Cotton 1. Eli Whitney 2. Harvest to shipping 3. Labor a. plantation b. small farms B. Tobacco (Vir-N.C.-K-T) C. Rice (S.C.-GA) D. Sugar Cane (Gulf Shores)	Display: Seed to Products Cotton Gin: --Eli Whitney's life --Hands-on: Students try to separate cotton fibers from seed by hand Student Project: model of Eli's cotton gin.	Cotton Bolls Brochure The Story of Cotton
III. Trading Centers A. Shipping --Charleston --Savannah --New Orleans B. Railroad --Atlanta --Chattanooga	Discussion: City Life--during colonial times --reason for their development at particular sites --workers and industry --education Agricultural Center: King Cotton--effect--rich or poor techniques for farming	

Career Education Activities

Social Studies--(3rd) Maps & Globes

Broad Objective: To know how to read and interpret maps and globes.

Specific Behavioral Objective(s): Students will know the value of maps as evidenced by their constructing one and discussing occupations that construct and use maps.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. Maps & Globes	Discuss the difference and purpose of each.	Maps Globes Charts Transparencies
	Arrange students in small groups (2 - 4) to serve as map-makers, surveyors, & draftsmen	
	1. Put together a U. S. or world puzzle.	
	2. Make a salt map - community or school	Bulletin Board: U. S. Map
	3. Tour the playground & draw a map using symbols-- or the school room their room at home	Pin & flag for each child's birth place.
	4. Map dictionary terms & 2 or 3 special traits of different types of maps	Sample of maps & pictures of people that use them
	5. Collect pictures of maps	Magazines Travel Brochures
	Assembly Line: Locating and placing pin with your name in state where you were born.	
	Class Discussion: People That Make & Use Maps	

CAREER EDUCATION PROJECT

Dear Parents:

The career education project is an attempt to make school more meaningful for the boys and girls of our County. Career education involves incorporating the regular academic classes with realistic activities and knowledge related to everyday life in varying careers, home, and citizenship roles. To do this effectively, we must bring our local resources to the school or carry the school (students) to the resources. Career education is an exciting concept. Your cooperation is needed and solicited to help make it successful.

The development of your child is a responsibility shared by the home and the school. The school is planning a number of activities designed to help him understand the importance of accepting responsibilities and fulfilling assigned duties. We feel that the experience of meeting these responsibilities will be a valuable activity for him at home. Therefore, we are asking each parent to assign a specific job or certain duties at home to their child and report the results to the teachers. Will you assign your child some regular duties or activities to do at home, if he or she does not have any? During the year, you will be asked to answer some questions on paper to show how your child has fulfilled his or her assignment. The questions you will be asked to answer are as follows:

1. Did your child like to do his job?
2. Did you have to remind your child of his job?
3. How well did your child do his job?
4. Did your child seem to be developing a feeling of responsibility?

We appreciate your cooperation in this activity. If you have questions, please call 269-9111, Ext. 255, or _____.

_____
Teacher

(Please return this portion to teacher named above)

Name of Child_____

Age_____ School_____ Grade_____

Job or activity assigned at home:_____

_____

_____
Parent or Guardian

Comments:_____

_____

_____

* For Elementary Teachers

Career Education Activities

Speech--(7th) — Emotional Expression

Broad Objective: To know how body expression can emphasize and depict communication.

Specific Behavioral Objective(s): Students will be able to communicate five emotions as evidenced by role-playing a clown through body and facial expressions.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. Various Emotions/ Characters	Class Activity: Secure pictures illustrating the people identifying specific traits.	Magazines, Newspapers
a. People		Bulletin Board
1. villian		"Your Face Says Things"
2. hero-heroine		
3. comedian		
4. rich uncle	Class Activity:	
5. crabby aunt	1. Collect pictures of emotions and use on bulletin board or notebook.	
6. genial business	2. Special Activity: observe & mimic five actions of a clown.	
b. Emotions		TV Program
1. fear		
2. anger		
3. grief		
4. horror	Special Report: Clown Training, Life, Duties	Clown Hat or Prop
5. pain		
6. doubt	Write a report (oral or written) on a biography	Transparency: Facial Expressions
7. jealously	of an entertainer.	
8. surprise		
9. sarcasm		
10. suspicion		
11. happiness	Assignment: Watch a film or TV Program &	Evaluation Sheet
12. pity	and evaluate the actors.	
II. Entertainers		
a. actors	Class Discussion: Acting--emotions, etc. on	
b. comedians	the film or TV program.	

Career Education Activities

Social Studies--(7th) India

Broad Objective: To understand the characteristics of India that distinguish it from other countries.

Specific Behavioral Objective(s): Students will distinguish India as evidenced by class discussions of the life of the people, their government, religion, and economy.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. Early History of India	Assign special students to describe India: 1. Climate/weather (meteorologist) 2. Sail - land area (geographer) 3. Early site of civilization people (historian) 4. Plant & animal life (biologist) (Utilize a plain poster or paper with map of India Bulletin Board) Class Discussion: 1. What would life be like for people in this area (India) in 5000 B. C.? Why? Food Social Order (religion, family) Water supply Shelter 2. Historical facts --contrast this with students thoughts Bulletin Board: We Describe Meteorologist Artist Geologists Historian Anthropologist Biologist	India Consulation N. Y.
II. Gandhi as a lawyer	Relate to present lawyers: --job specifics (duties, training) --political aspects	
II. India Education a. percentage of illiteracy in Pakistan 80-90% b. Caste system	Discuss the contrast of educational opportunities here & there: relate economy of both countries "no need for formal education" limited jobs poor job opportunities or chances for advancement (Caste System)	Text
IV. Surrounding Countries a. Ceylon	Article (1) on poor Indian girl beaten for attending school with upper group (2) Erosion in Bangladesh Advantages of American civilization in (educational, social, etc.) opportunities	Montgomery Advertiser

Career Education Activities

Literature--(8th) Poetry

Broad Objective: To cultivate an appreciation of poetic writing and how it varies from prose, paragraphs and sentence writing.

Specific Behavioral Objective(s): Students will know and appreciate poetry as evidenced by discussion and creating poems.

Subject Content	Suggested Learning Activities And Teaching Techniques	Resource Materials
I. Description	Introduce poetry as an act appealing to emotions	Text
II. Types	Read orally or silently the different types of poems.	
A. Lyrics	Discuss their meaning, rhymes, style, etc.	Mimeographed poems
--allegory	Choral Reading	
--ode		
--ballad	Student Activity:	
--sonnet	"Poetic Writing"	
	1. Poet--give students a list of emotional terms or phrases. --have students construct a lyric utilizing them. (Seasonal, love story, etc.)	
	2. Research & analyze lives of 2 poets	
B. Narrative	3. Write a narrative poem on an impressive event or history of your life. "The Story of My Life" or "What I'd Like to be" or "20 Years From Now"	
	Group Activity: Assign four people to a group. Divide responsibility and have them create a limerick 1. Write on chart paper 2. Draft 3. Draw illustration 4. Explain to class	
	Limerick can be: 1. advertisement--a. product b. politician 2. greeting card slogan 3. nursery rhyme 4. career description	

PAGES 27 THROUGH 40, APPENDIXES D, E, AND F, CONTAINING SAMPLES OF ELEMENTARY STUDENTS WORK AND SEVENTH AND EIGHTH GRADE STUDENT QUESTIONNAIRES--ALL IDENTIFYING INDIVIDUAL STUDENTS--WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

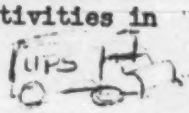
Career Education Newsletter

Volume II No. 1 "Education to prepare the young to live a productive and rewarding life" November, 1974

HAPPENINGS IN ELEMENTARY SCHOOLS

Now that we are approaching the third month of school, our thoughts are like the Christmas Season. Hopes for implementation of Career Education concepts in the classroom are much higher!

With so many pioneers, the trail is gradually being opened for more active involvement in the program. Experimenting with the concepts and sharing them is one means of helping each other. Let's take a look at the schools and a few Career Education activities in each.



CARVER

2nd--Ms. Green has seen results of self-awareness films shown in her classes. The students have repeated simple courtesies shown in their school experience.

One outstanding factor was the activity that made her a believer of Career Education. As a follow through of the "Show and Tell" letter asking parents to visit and discuss their work with the children, one parent reciprocated. He was a UPS truck driver. Students were asked to draw a picture depicting his work from the talk. Results were phenomenal, they learned new words and more about the adult world, and showed an obvious desire to spell correctly and write a synopsis of the visit.

Try this technique--it might be equally gratifying to you.

4th--Ms. Underwood's class started the year off with fulfillment of one fourth grade objective. Students identified tools of specific careers, drew them on construction paper, cut them out, and displayed them. The results were beneficial to all. Parents had the opportunity to view them and pride was evident.

Supporting audio-visuals for her social studies classes have been used from the Media Center and our Career Education resources.

CATOMA

4th--Ms. Popwell's fourth graders researched the tools used by fishermen, loggers, ranchers, and dairymen as a group activity. As a follow-up, students drew the clothing of each.

She has visual evidence of Career Education involvement in her classroom. A special area contains the Popeye series with specific instructions for individualized use comprehensive to all students and an attractive display of career materials.

5th & 6th--Ms. Russell has been swamped with changing to a learning center type classroom. Nevertheless, she has made a bulletin board that is career related.

PETERSON

1st--Ms. Poellnitz first graders have had the opportunity to correlate school roles with work roles. Specific duty assignments have enabled them to correlate school roles with work roles and responsibilities in their school life.

2nd--Ms. Lewis has accented appreciation for all community helpers. Her purchase of spirit master sets with career awareness implications has been a great help. She has also shared a portfolio for students with us.

3rd--Ms. Burke has had a self-awareness activity. Her students have portrayed themselves through drawing a self portrait.

4th--Ms. McQueen has involved role playing in her unit on Alaska. Students constructed articles peculiar to Alaska including totem poles, costumes, and other articles in a hands-on activity. They really had a chance to see all aspects of life in Alaska.

5th--Ms. Mitchell's class acted out early scenes in American history. They did a fantastic job the earlier part of the year in a "hands-on" activity as a cartographer. The creativity of the students & construction of planned, complete globes of the world was something to see.

All students did paper globes. However, some branched out making globe

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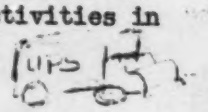

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CATOMA

2nd--Ms. Hobdy has had a resource person visit her class. A linguistic instructor at Maxwell AFB shared his work with students using a tape recorder.

Big News! Your coordinator had a real treat. Ms Hobdy invited me to an assembly program where the youngsters enacted a time machine and portrayed what they would like to be. The choices were varied! The costumes delightful! Their speeches were cute as pie! I thoroughly enjoyed the assembly and really appreciated the invitation.

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All students did paper globes. However, some branched out, making globe pillows, or using round objects of various sources to create larger and more creative globes.

6th--Ms. Greer created group projects centered around three Indian cultures. Each student was involved. First, there was research on various aspects of Indian life. Second, constructing illustrations that were eventually assembled on a roll for a shadow box T.V. Students correlated the picture and facts they had researched on tape so all classes could share. This activity was

enriched by role-playing broadcasting careers, and creating T.V. commercials related to Indian produce and products. Role-playing of explorers has been performed to enrich the Latin American history.

SOUTHLAWN

1st--Mrs. McBride has been introducing her students to community helpers through "I Want To Be".

2nd--Ms. Orum has related her students concept of their community to the city, county, state, nation, and world--an awareness of their special positions on a narrow and broad view of the term community.

3rd--Ms. McCarthy used her chapter "Rockport By The Sea" to relate to fishing and fishermen. Students constructed a boat, brought tools, and dressed as fishermen. Both lobster fishing, and fresh & salt water fishing were explored.

Another hands-on was salting or processing fish as they did years ago, and constructing storm warning symbols. Her students certainly have a broader concept of fishing, the skill, needs, tools, and supporting careers, such as lighthouses, etc. I bet they won't forget the unit on Rockford soon.

4th--Ms. Hudson is accenting economic interdependence of modern societies through her class discussions.

5th--Ms. Harris has her classes analyzing historical events and leaders that created change. The advantages and disadvantages at that time and in today's setting are explored. Decision making is an important aspect of career-awareness.

6th--Ms. Hanby's students have conducted interviews concerning a job of interest to them. They constructed art work depicting their results & these were displayed in class. One role-playing situation of interest was the students preparing a balanced lunch, based on Latin American products. The lunchroom manager used the menu and it was a big success with the students. They plan on using it again. Her students are aware of one aspect of a dietician's or lunchroom manager's role.

ACCENT ON ENGLISH!

The seventh graders have really had some enriching experiences. Mr. Carlisle's class has been a maze of hands-on, field trips, resource people, creative writing, and relevant audio-visuals. His students

Ms. Baker has used her unit on biographies to relate to careers involving handicapped people. She has had several resource people and career related audio-visuals integrated into her subject content.

Both Mr. Carlisle and Ms. Baker have completed one objective for seventh graders--interviewing one person about a career of interest to them. Each one has planned activities that will enable students to use this information again. Ms. Baker also had students categorize careers of famous Americans.

Ms. Parrish, the ninth grade instructor of English, had a unit on short stories. One career-related activity was a resource person discussing a newspaper career as a feature story writer. She explained the skills used and needed. As a follow-up, students did creative writings, that will be evaluated by a local editor. They role-played the skills needed by short story writers.

Ms. Pirnie's class had visual & creative experiences on short story writers. She was pleased with her class response.

HALLOWEEN TREATS

Ms. James art classes prepared treats for the students at MAVC day-care center and Goode Street School. Each student decorated a sack with illustrations depicting the season. They filled them with goodies and delivered them on Halloween along with Peter Pan Coloring Books. This was a very constructive and relevant art experience applicable to skills of artist and commercial enterprises.

Her classes have also made oversized Bingo boards for the elderly people in a local nursing home.

FOOD FOR THOUGHT

1. Use your lesson plan format for jotting down significant career related class activities. Our growth is dependent upon sharing ideas, methods, and materials.

2. Please check the resource materials listed under the Media Center and Career Education. They are great for relating to realistic applications in everyday life.

3. Don't forget to send in your monthly reports, or to write down resource people you have visiting your class, or to keep

community.

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During a study of short stories dealing with animals and people, he related to careers dealing with animals. Students were taken to the Children's Zoo on a Saturday as a result of his efforts to receive transportation. As a follow-up, students constructed projects on specific aspects, became familiar with careers involving the animals from the zoo to a circus. They have also role-played famous Americans and specific characteristics of each.

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3. Don't forget to send in your monthly reports, or to write down resource people you have visiting your class, or to keep visual evidence of on-going or related Career Education involvement by you and your class.

4. Don't hesitate to contact me for assistance. The success of this program is dependent upon efforts by all involved. You have all been great in tackling this new concept and hopefully will get more involved and actively implement the concepts of Career Education as the year rolls on. Thank you for your support thus far.

Planning Schedule:

In case you are not aware of our in-service planning schedule, one is listed below:

SCHOOL	NOV	DEC	JAN	FEB	MAR	APR	MAY
Southlawn	4	2	13	10	3	7	5
Peterson	5	3	14	11	4	8	6
Carver Elementary	6	4	15	12	5	9	7
Catoma	7	5	16	13	6	10	8
Carver J.H.S.							
S.S./Sc.	19	10	21	25	18	22	20
Eng./Math	20	11	22	26	19	23	21
Fine Arts/ Home Ec. & Sc.	21	12	23	27	20	24	22

These meetings are one of the strongest assets of the program. Through them, we have a chance to review any efforts in Career Education and plan for future implementations. In the future, please bring your text and other materials that are available for reference and class use, if possible.

ROLE DESCRIPTION
CLASSROOM TEACHER
IN CAREER EDUCATION

The classroom teacher is the focal point for a successful career education program. His or her role must be descriptive of the instructional strategies inherent in the concept and philosophy of career education. This role may include but not be limited to

1. Attending career education inservice workshops.
2. Demonstrating a commitment to career education concepts by:
   a. integrating career education into the ongoing curriculum.
   b. providing career related hands on activities for students.
   c. providing career oriented demonstrations and discussions by resource people.
   d. creating career oriented interest centers in the classroom.
   e. arranging and participating in career related field trips with the class.
   f. requesting pertinent AV materials, equipment and miscellaneous materials for use in career activities in the classroom.
   g. evaluating career activities used in the classroom.

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   g. evaluating career activities used in the classroom.

Watch out for an article on Career Education in the November 15th issue of the "AEA Journal".

November 10 - 14 is National Career Guidance Week--be an active, visible advocate in your school.

APPENDIX H

CAREER EDUCATION
MONTHLY REPORT

Month:_____, 197__ Subject & Grade_____

School_____ Teacher_____

I. Unit or Chapter:

II. Purpose:

Time:

III. Specific objectives for students of unit taught during this reporting period:

IV. Career Education Activities

Type	Yes or No	Description	No. of Students Involved	Time Involved
Field Trips				
Resource People				
Role-playing				
Research				
Hands-on Activities				
Others: 1. Bulletin Board				
2. Display				
3. Audio-visual				
4.				
5.				

V. Results to date:

VI. Problems Encountered:

Submitted_____

APPENDIX I

PRE-POST OPINIONNAIRE 1975

1st percentage - Pre-Questionnaire Results
2nd percentage - Post Questionnaire Results

CONCERNS ABOUT CAREER EXPLORATION	AGREE	DISAGREE	NOT SURE
1. Attitudes and values are more affected by early life experiences than by school experiences.	70% 52%	17% 20%	12% 27%
2. Interests expressed by ten year olds are of minor importance when disigning curriculum.	10%	85% 90%	5% 10%
3. The elementary school is not equipped to develop decision-making abilities.	7% 21%	70% 76%	23% 3%
4. It is easier to work with an adolescent who has made an early career choice than with one who has made no commitment.	52% 52%	35% 38%	13% 10%
5. Interests can be explored before vocational maturity is reached.	100% 100%		
6. Career Exploration should be given little emphasis until the child reaches adolescence.	13% 7%	84% 93%	8%
7. Exposure to many career alternatives serves only to confuse the elementary school child.	5% 3%	90% 86%	5% 10%
8. Positive attitudes toward work do exist in, but are often and subsequently trained out of our children as early as the second grade.	46% 57%	21% 21%	29% 21%
9. The skill training offered to a student should be based primarily on the results of aptitude tests administered to him.	7% 10%	85% 80%	7% 6%
10. Teachers of vocational subjects tend to isolate, as well as be isolated by, teachers unversed in vocational education.	47% 48%	21% 21%	32% 31%
11. The majority of parents and the business community are eager to become involved in the educational process.	54% 52%	34% 28%	12% 21%
12. The majority of school personnel will individually admit, but collectively deny, the irrelevance of much of today's curriculum.	75% 62%	10%	15% 38%
13. Vocational training should be postponed until after high school.		100%	

CONCERNS ABOUT CAREER EXPLORATION	AGREE	DISAGREE	NOT SURE
14. Vocational education is one phase of career development.	100% 100%		
15. Career development is a process where the pupil is exposed to the work components of his career choice.	82% 86%	5% 11%	18% 4%
16. Children can be introduced in the elementary grades to ideas about working for a living and to realities of wage earning.	98% 100%		2%
17. An occupational commitment should be implicit in every student's secondary school program.	69% 37%	31% 30%	21% 33%
18. The regular classroom teacher is unable to provide each pupil with occupational and career information while teaching subject matter.	33% 24%	62% 66%	10% 10%
19. Career development is one component of vocational education.	95% 83%	5% 14%	3%
20. The cost of training students in career entry skills should not be borne by the public school system.	15% 10%	68% 72%	17% 17%
21. The information provided in traditional college preparatory courses can be applied to more occupations than can the information available in career oriented curriculum.	17% 21%	56% 31%	27% 48%
22. Career education in rural areas is more important than career education in urban areas.	7% 3%	78% 86%	15% 10%
23. Only those students who declare themselves to be work-oriented need exposure to the career development approach.	2% 3%	93% 97%	5%
24. Parents with college educations are less apt to support curriculum stressing employability than are parents whose working careers began after high school.	30% 15%	48% 44%	22% 41%
25. Only when a total school approach and curriculum reflect future career applications in all subjects will young people attribute status to the acquisition of a salable skill.	58% 66%	25% 10%	17% 24%

As a professional educator, my primary concerns are with:
(Re-number according to your priority ranking)

5
4 1. development of a salable skill.

5
7 2. matching of known aptitudes with jobs demanding them.

7
8 3. achievement of technological currency.

3
1 4. meeting individual needs as they become apparent.

3
1 5. vocational awareness for all students: K-12

6
5 6. raising professional standards in my field.

4
2 7. creating more valid measures of skill attainment.

6
6 8. achievement of equal status with other disciplines.

3
3 9. teaming my proficiencies with those of other disciplines in an effort to validate education.

_____ 10. _____

CAREER DEVELOPMENT IS. . .(Check one or write your own one-liner)

8% a vocational course offering in a comprehensive high school

10% a response to the manpower needs of the future

5%

10% a progression through apprenticeship to certification

23%

7% a school and community assisted process of reality-testing

29%

3% occupational orientation in a vocational-technical school

21% achieved at the moment of job entry

73% an ongoing educational process that starts at birth and continues until death

_____ (other) _____

APPENDIX I

REFLECTIONS ON IMPLEMENTATION OF CAREER EDUCATION CONCEPTS, 1974-75

1. Criticisms: (a) More time working with the coordinator in the classroom (b) No criticisms - 6 (c) Need longer periods to work with students (d) Not enough outside (community) input (e) Some of the cassettes were not loud enough (f) Career Ed. should be more widespread (g) Not enough time to explore as much as would have liked (h) 4th graders could not read Popeye Comic series (i) Not enough time to accomplish and carry out all goal (El. - S.S.)

2. Commendations:
   1. Program enlivens the subject area taught
   2. Many audio-visuals are available to carry out certain objectives in subject area
   3. Audio-visuals are excellent and helpful addition to S.S. program
   4. Career Education definitely has great value
   5. Workshops at the beginning of the year was most helpful
   6. Monthly conferences were a great help
   7. Students really enjoyed and respond well to subject matter being related to careers
   8. Very interesting and enjoyable
   9. Objectives were very well met
   10. Wonderful in elementary grades. Holds interest of less interested children. They work harder and enjoy their work.
   11. Conference time on one to one basis for discussion. Availability of poster sets with valuable information. Curriculum content outline.
   12. Very helpful, educational program
   13. Suggestion of the coordinator were most helpful
   14. Materials on careers were most effective. They were not only informative and useful as instructional materials, but were motivational as well.
   15. Enjoyed the program and hope to do a better job in the future.
   16. It broadened my understanding of countless avenues of approach whereby I might be able to reach my pupils in more fruitful ways.
   17. Rewarding to students and enjoyed by both teacher and students.
   18. The program each month was well organized
   19. Coordinator showed excellent preparation and knowledge of the Career Education Program.
   20. Helpful materials sent to all classes.

3. Recommendations:
   1. Encourage principals, especially elementary, to give teachers one other major subject integrating Career Education.
   2. More audio-visuals
   3. Hope it will be refunded next year for elementary schools
   4. More schools should participate. Require this as part of the curriculum.
   5. Increasing number of schools should be involved next year.
   6. Duplicating paper
   7. Transportation for class field trips
   8. Continue program next year
   9. Provide guidance & counseling services at the elementary level
   10. Should be in a subject area on the elementary level
   11. More wood kits

4. Suggested Materials:
   1. Records to help with pronunciation of Spanish words
   2. Career Education games for lower elementary children
   3. Materials on the metric system and human body
   4. Hands-on materials to teach the metric system
   5. More paint, overhead projector
   6. More materials, appratus, tapes
   7. Filmstrip, "By Air to New York"
   8. Communication skills

5. Do you think Career Education should be incorporated throughout the school system?
   YES 100% NO _____

6. Will continue to implement concepts of Career Education independently as the result of your experience thus far? YES 100% NO _____